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ABSTRACT

An overview of the nature, benefits, and steps involved in Colorado's Guaranteed Graduate Program, a process that assures that high school graduates have the knowledge and skills considered essential for entry into employment and postsecondary education, begins this document. A discussion of the portfolio process follows, along with descriptions of both the Transition Skills Portfolio and the Performance Portfolio. Next, a three-page list of employability skills compiled by the Colorado Department of Education is provided, competencies are defined, academic competencies are listed under six categories, and subject competencies for 21 subject areas are specified. A final section explains methods of publicizing and promoting a Guaranteed Graduate Program. Appended are resources related to performance skills and portfolio skills, a list of reviewers, "Guaranteeing Colorado's Graduates: Tool for Accountability--or Empty Gesture?" (David D'Evelyn), a Career/Educational Growth Plan, and the Pawnee School District RE-12 Student Portfolio. (CLA)

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COLORADO'S GUARANTEED GRADUATE PROCESS

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The High School Diploma - It's More Than a Piece of Paper

Traditionally, a high school diploma was an unwritten guarantee that its holder possessed certain skills and knowledge. Unfortunately, the public's perception today is often that a high school diploma does not reflect quality student performance outcomes. Instead, it symbolizes the time a student spent in school.

The concept of guaranteeing a high school graduate is certainly not new. Colorado's Guaranteed Graduate process is a restatement of the traditional diploma assumption with the added strength of a performance based assessment. A high school diploma ensures that its owner has demonstrated knowledge, skills and attributes necessary to succeed at entry to work or post-secondary educational opportunities. But add to this idea that:

- the guarantee is a definite written agreement between the parties, e.g. school, student, parents.
- student skills and knowledge expectations, based on realistic needs, are defined as performance outcomes; the guarantee is clearly defined, stated, and communicated.
- the school's responsibility and means to implement its obligation of the guarantee is defined and communicated to students and parents.
- the responsibilities of all parties and the criteria for the guaranteed diploma have been thoroughly discussed and agreed upon by faculty, administrators, students, parents, and community members.

The guaranteed graduate program is not a panacea for reform and restructuring. But by implementing the guaranteed diploma concept, I believe Colorado will realize substantial gains in student motivation, achievement and community/business support of public education.

I congratulate those Colorado school districts and their boards that have formally adopted policies to guarantee their graduates.

William T. Randall

William T. Randall
Commissioner of Education
State of Colorado

Colorado State Board of Education 1990

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"By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education."

Colorado State Board of Education Goal
Adopted December, 1988

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"The purpose of the Guaranteed Graduate concept is to serve accountability. Not only must our entire district staff be held accountable for the achievement of our students, but also for the content of our curriculum and the subsequent skills taught in each class."

Gene Brubacher, Superintendent
Wiggins Re-50 (J)

Foreword

Some years ago a dialogue began between a Colorado superintendent and an administrative team. They talked about "What if's." What if we took extra steps to certify that children will have certain identified knowledge and skills when they graduate from our school? And what if we were to guarantee that students who do not demonstrate those skills receive time and support to gain those skills? What if all of our students can say to prospective employers or post-secondary institutions, "I come with a guarantee?"

How did these conversations become an integral part of the school district's educational goals? How was the process designed and implemented?

Meetings were held at all levels; teachers, departments, and schools identified knowledge and skills that needed to be demonstrated by graduates.

- The school board was actively involved in all phases.
- Community hearings were convened to gain input. Citizens and business people were asked to help define the knowledge and skills students will need for future success and provide ideas on the process.

This collective input was assimilated, drafted into a plan, and modified. The result was a plan for certifying and/or guaranteeing students. Compentency-based tests were established to assess knowledge and skill levels. Finally, after a one-year process, the Guaranteed Graduate Process was formally adopted by the school board.

What follows in the Colorado Department of Educations's Guaranteed Graduate publication are tools to help school personnel and community members design a Guaranteed Graduate process expressly tailored to meet district needs and goals, as well as state and national goals.

Acknowledgements

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Art Ellis, Assistant Commissioner
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A special thanks to those Colorado educators who so graciously shared their ideas and materials.

For more information about Colorado's Guaranteed Graduate Process, call or write:

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Overview

"The GGP has helped strengthen the partnership with the local community. It has created an interest in our schools by involving business, as well as parents, in the educational programs that the district guarantees. They want to know what we are guaranteeing as well as how they can help in the educational process."

Bob Cito, Superintendent
Montrose Re-1J

The Guaranteed Graduated Concept - An Overview

The Guaranteed Graduate concept is a process. It assures that high school graduates have the knowledge and skills considered essential for entry into employment and post-secondary education. Linked with this assurance is a guarantee from a school district to receiving educational institutions and employers that graduates will possess identified entry-level skills. When receiving organizations find that graduates do not have guaranteed skills, the district, in cooperation with the organizations, will work with graduates to correct skill deficiencies.

Identifying Performance Skills

The skills to be guaranteed need to be determined by each local district and community. School staffs, with help from parents and interested business and other community members, need to decide which skills students should have upon graduation. These should be interpersonal and vocational as well as academic skills — those that are essential for making a successful transition from high school to post-secondary education and employment.

This list should be based in the instructional objectives of the district; however, skills identified by outside entities such as colleges and employers need to be utilized. If the community needs assistance in identifying nationally recognized performance skills, information can be obtained from the Colorado Department of Education, the College Board, Colorado Education Association, and the Governor's Job Training Office. (Appendix A)

As part of this process it is also important to identify at what educational levels these essential performance skills begin their development. Procedures for profiling each student's acquisition of these skills from elementary through the high school grades may then be designed.

Development of Performance Skills

The development of most essential performance skills will occur throughout the student's education. It may be difficult to correct skill deficiencies during the last year of high school, so it is crucial that any guaranteed process include these measures:

- Identifying developmental stages in the acquisition of each performance skill.
- Profiling of individual student acquisition of essential performance knowledge and skills at each level of education.
- Correcting noted skill deficiencies as early as possible.

Nature of Guarantee

There will always be variation in the extent to which students acquire knowledge and skills introduced in schools. Therefore, the district needs to carefully consider the nature of the skills that are guaranteed to receiving organizations. The following are possible variations applied individually or in combination.

1. A defined set of essential performance skills that the district guarantees for all its graduates.
2. A defined set of essential performance skills that the district provides the opportunity for all its graduates to develop. However, the guarantee will only cover the identified skills in which an individual student has reached competence.
3. A defined set of essential knowledge and skills identified by course or subject. The guarantee will only apply to skills covered in the courses or subject areas taken by the student. The student must maintain a defined level of achievement in a course or subject area in order to be guaranteed the skills specific to that particular course or subject area.

Steps in the "Guaranteed Graduate" Process

Each school district and its community develops its own procedures for implementing the guaranteed graduate concept. These steps may assist in the planning process:

1. School staff members, parents, business and community members work together to identify a list of essential performance skills.

2. The school staff identifies where and at what levels these essential knowledge and skills are being developed. If there are essential skills that are not part of current instructional programs, a decision needs to be made about how and where they might be provided. It is important that any such skills are integrated into the existing curriculum and not viewed as additions which burden the program.

3. School staff design procedures for assessing and reporting achievement of identified knowledge and skills. This assessment should involve a wide range of methods including:

   - Evaluations such as projects, term papers, formal and informal observations of student performance by staff.
   - Observations of student performance by parents and community people who have contact with students.
   - Evaluations of student products and projects.
   - Authentic tests of student achievement.

   Achievement reporting should involve a profile of performance skills development for each student from elementary through high school and student portfolios that showcase student performance.

4. The school staff designs a process for communicating to students, teachers, and parents progress made toward skills development. One idea is a performance conference in which the student's current teachers, parents, and teachers at the next educational level meet periodically to discuss the student's progress and organize strategies for further development. A part of this process may be drawing up a written agreement between the parents and school staff regarding each party's responsibilities in developing the student's performance skills.

5. Staff, in cooperation with colleges, training organizations and employers accepting the graduates, develops guidelines for the guarantee including:

   - Types and levels of skills guaranteed.
   - Period of guarantee.
   - Funds available for remediation.
   - Methods of reporting deficiencies.
   - Types and length of remediation.
   - Methods of evaluating results of remediation.

   These guidelines should also include the receiving organizations' responsibilities in this process:

   - Involvement in admitting and hiring guaranteed graduates.
   - Responsibility for supervising entry-level youth.
   - Cooperation in the remediation process.
   - Recognition of graduates who do well in their work.

6. The school staff and community develop methods of recognizing students, school staff members, community and employer participants who contribute to the success of a guaranteed graduate process. Students need to be recognized for creating their portfolios and demonstrating growth.

Benefits of Guaranteed Graduate Process

The process of guaranteeing graduates certainly requires increased communication among school staff members as well as greater communication between staff, parents and other community members. It also requires that school staff become more aware of the overall development of students and methods of assessing student skills. While this may involve some additional effort initially, the following benefits will be significant:

•Increased Student Achievement Effort and Motivation

Students will be more motivated to learn when they realize that school is providing them with the skills necessary for successful entry into their next educational level or desired post-secondary pursuits. The opportunity to showcase their achievements will increase self-confidence.

•Improved Instructional Techniques

Determining where and how skills are delivered and developing methods of assessing and reporting achievement will lead to ideas for improving instruction.

•Clarity of Exit Outcomes

Linking student knowledge and skill demonstration to clear needs for the next decade.

•Increased Communication Between Staff Members

School staff members will need to communicate with each other in order to determine the skills requirements at the next level of education or training and the progress being made toward achievement. Understanding each other's needs and techniques for improving the performance process will significantly improve communications.

•Positive Relations with Institutions and Employers

Focusing on the development of entry-level skills will result in students being better prepared for entry-level situations and increased satisfaction from receiving institutions.

•Shared Responsibility for Student Development

Performance conferences offer an opportunity for teachers and parents to share designing strategies for developing important performance skills. Student guarantees should allow receiving institutions as well as schools to actively participate in making certain that students are developing their skills.

•Positive Public Relations

Parents and community will have a clearer picture of the overall purpose of the school program and realize that every effort is being made to assure that students are developing skills necessary for success.

Portfolios

- The Portfolio Process
- Transition Skills Portfolio
- Performance Portfolio

"The GGP has given parents and students the foresight to plan for student's education at an early age. It has caused a more serious attitude about school and education."

Jasper Butero, Superintendent
Hoehne Re-3

The Portfolio Process

Portfolio — a case that holds a collection of materials representative of a person's work. Artists, writers, and photographers keep them. And what better way for a student to document his or her skills, progress and accomplishments than keeping a portfolio? Job training specialists who work with young people emphasize not only the development of necessary skills for obtaining employment, but also skills that assure success on the job. Since student profiles and portfolios can be as valuable as report cards, choosing what to include is an important step. Portfolios and profiles are an integral part of the Guaranteed Graduate Process.

Two major types of portfolios are outlined:
Transition Skills Portfolio - a collection of documents verifying a young person's achievement essential skills that are needed for making a successful transition to further education or employment.

Performance Portfolio - a collection of student-produced work that illustrates knowledge gained and skill development in various subjects or courses.

Transition Skills Portfolio

What Is A Transition Skills Portfolio?

A transition skills portfolio is a record of progress in acquiring the skills necessary to make a successful transition from one educational level to the next and from high school to post-secondary pursuits that may include further education/training and/or employment.

The portfolio is simply a file folder that holds documents supporting a student's preparation for entering the next phase of his or her education and training. It also indicates skill development that is needed for moving to the next level of education or training. Please note Pawnee School District's portfolio and Harrison District #2's list of contents in Appendix B.

The portfolio's appeal is that it requires that students identify educational and career goals and then accumulate evidence that progress is being made toward meeting these goals. A portfolio is an excellent tool to use in demonstrating to themselves, school personnel, employers, and their parents that they are well prepared for the next level of their education or training.

It is important that the development of the portfolio be viewed as a process rather than just a collection of documents — a process in which students are actively involved with help from parents, teachers, and community mentors in demonstrating their skills.

What Are Transition Skills?

Transition skills are those that bridge major educational and career changes in life. They cover skills that are essential for entering the next educational or training level.

For example, when young people progress from one educational level to the next or from high school to post-secondary pursuits, a number of intellectual as well as interpersonal skills are required. If they are aware of and prepare for the entry level requirements for the next phase of their education or work, the transition can be very successful.

Identifying essential transition skills is the responsibility of all of those involved in the student's development — parents, school staff members, and people from community businesses and organizations. Major objectives of the school curricula may serve as the basis for a list of critical transition skills, however, this list should also reflect skills that the community has identified as being critical.

Who Prepares and Maintains the Transition Portfolio?

Each student involved in preparing a portfolio has primary responsibility for keeping it up-to-date. However, since many of the processes involved in completing the portfolio and preparing associated documents are new experiences for students, it is extremely important that teachers, counselors, community mentors, potential employers and admission officer help.

Who Uses It?

The major purpose of the portfolio is to keep students current about their goals and achievements and have valuable documents readily available. In some cases school personnel, admissions officers or employers may ask to see a portfolio or a sample of a student's work. The portfolio is extremely valuable in preparing for an admission, promotion or job interview. Students should always bring portfolios to an important interview. Any interviewer will be impressed with someone who is fully prepared for an interview both in terms of being able to speak concisely about goals and experiences and to provide materials that document important competencies.

The portfolio with the record of skill attainment and samples of achievement can be important in a transition conference. This is a conference in which a student's current instructors, parents, mentor, and members of a receiving grade or school/training organization have an opportunity to meet with the student. They discuss his or her achievements and skills that need to be acquired to assure success at the next level of education or training. At this conference an agreement is made between interested parties outlining strategies and steps that will be taken to help the student acquire skills needed to reach career and transition goals.

This conference may be conducted at each grade level or at major transition points (e.g. near the end of elementary, middle or high school). It should be held well before the end of the school year so the student has enough time to gain necessary transition skills.

The Transition Skills Portfolio is a summary of a student's performance. It can be the basis for making decisions about a student's eligibility for achievement awards; it can also be presented at the graduation ceremony as a record of student's achievements.

How Long Should A Portfolio Be Maintained?

A portfolio may be maintained for as long as the process is a valuable one for the young person — a minimum of two years -in grades 11 and 12. However, it is possible to maintain portfolios as early as the elementary grades or junior high where students are developing transition skills and making important academic and social adjustments. If portfolios are developed in the early grades they should be updated each year through high school. In fact, portfolios should be reviewed and updated as frequently as possible to prevent contents from becoming too out of date for the student to use.

Where Should Portfolios Be Kept?

It is essential that there be a secure, private and yet accessible place for students to keep their portfolios. A school library, communication, counseling, or career center supervised by an adult during school hours, is probably an ideal place for filing portfolios. A student should be able to request his or her folder at any time and needs to be responsible for maintaining his or her folder and returning it.

What Materials Go Into A Transition Portfolio?

Include At Any Grade Level:
A Career/Education Development Plan (Appendix B)

A document completed by a student on a yearly basis as a guide in making career and educational decisions. A development plan might including the following:

- Personal identification (e.g. name of student, address, telephone, and names of parents/ guardians)
- A profile of:
  - Interests and hobbies
  - Special talents
  - School activities, awards, achievements
  - Community and work experiences
  - Interesting courses
  - Interest inventories
  - Aptitude and achievement tests
  - Subjects of greatest success
- A growth plan including:
  - Short and long range goals
  - Skills needed to reach goals
  - Type of education or training needed to meet goals
  - A schedule of the steps needed to reach goals
  - A record of course work taken and planned for during school career
  - A budget of estimated costs for postgraduate education/ training and an indication of possible sources of funds

Additions for the 11th and 12th Grade Portfolio:

- Schedule of Essential Steps in Applying for Employment or Postgraduate Education or Training
- Completed Application for Post-Graduate Education or Training
- Completed Employment Application
- Budget of Estimated Expenses
- Completed Application for Financial Assistance
- Checklist of Important Admissions or Employment Interview Skills

How Does the Student Get Help in Preparing the Transition Portfolio?

The process of preparing a portfolio, whether it is for further education and training or employment, can be a challenging process. It involves making critical career decisions, documenting achievements, filling out complex forms, and handling personal interviews. Most young people have very little experience dealing with any of these. They need advice and support in developing and maintaining documents. The Colorado Department of Education will help students to develop portfolios.

The time necessary for portfolio development will depend on its complexity. At the elementary grade levels the development of portfolios can be handled as part of normal classroom activities. At the junior high and high school levels, time for working on portfolios should be specifically scheduled.

Student Advisement Process

Some districts regularly schedule a student advisement period when teachers meet with students to discuss personal and school issues. Part of this time may be used to work with students on their portfolios.

A minimum of ten 45-minute periods during the school year will be needed to fully develop student portfolios at the 11th or 12th grades. Meeting content might look like this:

Meeting #1
Advisor develops student awareness of the skills acquired from community, home, employment and school experiences. Students record these experiences and skills in their Career/Educational Development Plans. This is an excellent opportunity to discuss ways of enriching and increasing experiences that will be valuable in meeting career goals.

Meeting #2
Advisor and students examine interest inventories, achievement and aptitude assessments and test results. Students record outcomes in their Career/Educational Development Plans. Methods of improving any skill deficiencies noted from their assessments and tests may be discussed.

Meetings #3 & #4
Students identify education and employment goals based on the results from meetings #1 and #2. Students record in the Career Education Development Plans the courses, experiences, information and skills needed to meet their goals.

Meeting #5
Presentation by a specialist in applying for post-secondary education and training regarding the steps and documents needed during the application process. This speaker should also address possible sources and methods of obtaining funds to support post-secondary education and training.

Meetings #6 and #7
Students work on completing their resumes and preparing sample applications for post-graduate education, training and employment.*

Meeting #8
Students role play both admissions and employment interviews. These interviews should be conducted by college admissions and business personnel people if possible.*

Meetings #9 & #10
Advisor reviews individual portfolios and works with students on career decisions that are unresolved or documents that are incomplete.

* The development of application and interviewing skills will probably require additional preparation time, perhaps as part of English or social studies activities.

Advisory Panels

It is possible for school districts to establish advisory panels of school and community people to meet at scheduled times with groups of students to review their portfolios. At elementary and junior high levels a panel might consist of interested teachers and community people. At the high school level a panel may consist of a teacher, a specialist in applying for post-secondary education and training, and a business person familiar with entry-level employment requirements.

These panels review a number of portfolios and then discuss with a group of students general issues surrounding portfolio maintenance and skills acquisition. Time should also be provided for panel members to work with small groups or individual students on specific issues.

Mentors For Students

Ideally each young person should have a community person with whom he or she can meet to discuss career and school aspirations. Many successful adults credit their achievement to the existence of a mentor early in their development.

The student's mentor should be someone who can relate to the student on a very personal level - a person who will be sensitive to the student's goals and needs. This person should be willing to meet with the student at a scheduled time at least once a month. The Transition Skills Portfolio serves as the focus for these meetings. The mentor assists the student in making education and training decisions and completing necessary documents. The mentor also helps identify and contact others who are willing to be resources for the student.

How are Community Advisors and Mentors Recruited?

Service organizations in each community are usually willing to provide advisors and mentors. Many retired people are looking for an opportunity to continue to be productive - what better way than to use their experiences than in guiding young people? Probably the best source, particularly in the case of a mentor, is a community person who the student already knows and respects. There are very few adults who would turn down a young person's request for assistance if they were aware of that persons' admiration for their achievements. However, since some youngsters have difficulty in asking for assistance, school staff will probably need to help identify and recruit mentors.

What Type of Training Do Advisors and Mentors Need?

Many community people are not familiar with the concept of portfolios or the advisement / mentoring process. A brief orientation needs to be held for potential advisors or mentors by teachers, counselors and community people who have had experience in advising students. Some areas to cover are:

- Purpose and contents of a Transition Skills Portfolio
- Responsibilities of an advisor or mentor including:
  - Acquiring information about the student's interests and needs
  - Relating to the student's personal career experiences and the skills found valuable in these experiences
  - Assisting the student in making initial decisions about educational and employment directions
  - Assisting in identifying the skills needed to make the successful transition
  - Helping the student plan how to acquire these skills and apply for admissions for further education/training or employment
  - Providing information about community resources which may be helpful in obtaining career information and acquiring specific skills
  - Advising students on the critical steps in making business and community contacts important to their transition process

Performance Portfolio Process

What does a Performance Portfolio Contain?

While a transition skills portfolio will have a limited number of examples of a student's outstanding work, other portfolios can be maintained that demonstrate a student's growth in various subject areas.

The documents in any Performance Portfolio should be filed by date so that growth can be demonstrated over time. A Performance Portfolio for any subject area may include:

- Summary of test results
- Profile of the student's development of specific skills compiled by instructors in the subject area
- Written reports of a student's investigation of various problems and topics including visual displays of information
- Drawings and photographs recording the student's development of constructions, designs, and models
- A student's journal of experiences with an analysis of personal growth
- An evaluation of the student's participation in group activities
- A list of audio, computer, and video programs produced by the student
- A career development plan demonstrating the student's knowledge of the value of the skills developed as well as the career opportunities in a subject area

How Can The Performance Portfolio Be Used?

The Performance Portfolio can be utilized by the classroom instructor to comprehensively evaluate a student's work. Rather than depend primarily on test results or the memory of a student's behavior, the instructor has at hand a file fully documenting a wide range of different student achievements.

Performance portfolios can be the source of documents for the Transition Skills Portfolio. With the assistance of instructors, parents and a mentor, the student can choose which documents from various subject matter portfolios would best demonstrate his or her competence in developing important skills.

The Performance Portfolio can also be utilized during parent conferences. Parents are usually interested in seeing growth in their child's performance. The dated samples of work in the portfolio can demonstrate to parents a student's achievements as well as areas that still need improvement.

For specific samples of performance portfolios, note resources in Appendix B.

Skills

Defining Outcomes - A Cooperative Effort

- Employability Skills
- Academic Skills
- Academic Subjects

"It is the intent of the North Conejos School District to provide the opportunity for each student to reach his or her potential so that when a student leaves the district he or she will have a positive self-image and the ability to function positively in society and have the basic skills necessary for entry to the work place and post-secondary education."

Chris Martinez, Superintendent
North Conejos Re-1J

Employability Skills

In 1983 the Colorado Department of Education conducted in-depth interviews with employers and young entry level employees in Colorado to obtain specific information about the skills needed in entry-level jobs available to recent high school graduates. The list has since been updated after current literature reviews uncovered present and projected needs of the business community. These additions were then reviewed by business people and training specialists who serve as members of the Colorado Association of Commerce and Industry and the CDE Task Force for Building Colorado Partnerships. (Appendix C)
While most reviewers agreed with the additions, some expressed concern that in their particular businesses they would not expect their entry-level employees to have all the skills listed. Many students may not achieve or even need all the skills listed. The following list covers entry-level requirements for many types of entry level jobs. Each student, with guidance from teachers, parents, community mentors, and prospective employers needs to decide which particular skills are critical for his or her desired career or occupation.

Additions to the 1983 list include skills in the scientific/technological, creative/innovative, team participation, and leadership areas. While these may not currently be required for obtaining an entry-level position, they are needed to significantly advance in careers or occupations.

*additions to 1983 list

Job Seeking-Career Development Skills

- Knows resources for career information
- Knows own abilities, aptitudes, interests
- Knows occupational characteristics
- Identifies career/occupational goals
- Develops a career plan
- Engages in courses/activities to implement plans
- Identifies and researches potential employers
- Knows employment position(s) desired
- Develops an application portfolio
- Accurately completes:
  - Inquiry letter
  - Resume
  - Follow-up letter
- Accurately completes job application
- Handles interview competently
- Seeks information about future education or training

Math Skills

- Understands importance of math in jobs
- *• Performs arithmetic calculation (+, -, x, ÷) with whole numbers decimals, fractions, percentages using appropriate method(s):
  - Estimation
  - Mental math
  - Four function calculator
  - Paper and pencil methods
- Uses values from graphs, maps, tables
- Uses English/metric measurements
- Compares numerical values
- Applies geometric principles
- Uses formulas correctly
- Constructs diagrams, tables, records
- Uses elementary statistics
- Uses instruments to solve problems:
  - Gauges, Meters, Scales
  - Calculator
  - Computers
- *• Utilizes mathematics in solving problems
  - Cooperates with others in utilizing strategies
  - Identifies questions to be answered
  - Identifies processes and sets up formulas, operations, and models
  - Uses a variety of techniques and tools
  - Reviews and checks results of data analysis
  - Demonstrates suggested approaches and solutions
  - Reflects on application of processes in solving other problems

Computer Skills
- Becomes aware of computer functions
- Inputs and accesses data from computer
- Has experience with computer programs
  - Business application
  - Data management
  - Simple programming
  - Word processing
- Understands issues associated with computer use

Reading Skills
- Understands the importance of reading in jobs
- Develops vocabulary related to work tasks
- Reads for details and special information
- Interprets pictures, graphs, and symbols
- Locates information in reference materials
- Follows intent of written directions/instructions
- Interprets ideas and concepts (comprehension)
- Reads accurately at appropriate rate

Writing Skills
- Understands importance of writing in jobs
- Applies basic writing principles
- Uses reference materials
- Develops handwriting legibility
- Composes formal letters
- Fills out forms
- Records messages
- Writes memorandums
- Composes ads
- Writes instructions and directions
- Writes reports
- Develops summaries
- Takes notes and/or outlines
- Corrects written materials

Communication Skills
- Listens attentively
- Reports accurately/concisely
- Follows intent of oral directions/instructions
- Speaks distinctly
- Formulates and asks questions
- Answers questions accurately
- Explains activities and ideas clearly
- Uses appropriate vocabulary/grammar
- Gives clear instructions and directions
- Stays on topic
- Uses non-verbal signs appropriately
- Develops oral presentations
- Presents information effectively to groups
- Obtains an appreciation for a foreign language

Scientific/Technological Skills
- Demonstrates scientific ways of thinking
  - Exhibits curiosity about scientific phenomena
  - Recognizes contributions of scientific/technological advances
  - Utilizes evidence and logical reasoning in problem solving
  - Applies standards of accuracy in work
- Demonstrates scientific literacy including an understanding of:
  - Historical development of scientific ideas
  - Structure and evolution of the universe
  - Dynamics and features of planet earth
  - Concepts of matter, energy, force and motion
  - Living environment and cycles of life
  - Development of the human organism
  - Maintenance of mental and physical health
  - Development of social, political, and economic organizations
  - Nature and development of technology
- Demonstrates technical skills
  - Utilizes scientific equipment
  - Comprehends scientific/technical instructions and information
  - Displays and analyzes data accurately
  - Expresses ideas orally with accuracy
  - Produces informative written materials on scientific/technological subjects

Business Economic Skills
- Understands business organization
- Understands factors affecting profitability
- Understands business competition
- Knows about processes of marketing
- Know about processes of production
- Understands business costs

Personal Economic Skills
- Knows how to evaluate products and services
- Knows how to access community resources/services
- Can compute working hours/wage
- Knows how to handle financial affairs
- Can handle records of income and expenses
- Knows how to make price-quality comparisons
- Knows how to prepare state/federal tax forms
- Can evaluate insurance programs
- Knows how to determine credit costs
- Understands legal rights in agreements
- Utilizes various forms of transportation

Manual Perceptual Skills
- Constructs/assembles materials
- Uses specific hand tools and instruments
- Develops visual presentations
- Masters keyboard skills
- Operates power equipment

***Cross Cultural Skills**
- Understands the impact of cross cultural/international relationships
- Demonstrates sensitivity to cultural differences
- Interacts with people of different cultures
- Takes opportunities to experience new places and people

Interpersonal Skills
- Functions cooperatively with fellow students
- Functions cooperatively with adults outside school
- Exhibits openness and flexibility
- Seeks clarification of instructions
- Exercises patience and tolerance
- Utilizes suggestions about improving skills
- Uses initiative in getting work done
- Expresses opinions with tact
- Demonstrates ability to negotiate differences with others
- *Demonstrates a good sense of humor

Self-Discipline Skills
- *Remains free from substance abuse
- Maintains punctuality
- Meets attendance requirements
- Accepts assignments/responsibilities
- Takes responsibility for own actions
- Maintains consistent effort
- Works independently
- Manages time effectively
- Respects rights and property of others
- Presents a neat appearance
- *Demonstrates self control
- *Maintains an appropriate level of health

Work Activity Skills
- *Applies standards of quality to work assignments
- Adheres to policies and regulations
  - Health
  - Honesty
  - Safety
- Keeps work area in good/safe condition
- Exhibits interest in future career
- Suggests or makes workplace improvements
- Knows sources of continuing education
- Knows about basic employee/student rights
- Knows about basic employee/student responsibilities
- Knows basic steps in getting a raise or promotion
- Knows how to terminate employment/school positions
- *Demonstrates enthusiasm for work/studies
- *Takes pride in accomplishments

Problem Solving/Reasoning Skills
- Identifies problems that need solution
- Plans procedures
- Collects information/resources
- Organizes information/resources
- Interprets information
- Formulates alternative approaches
- Selects efficient approaches
- Implements procedures/strategies
- Reviews progress
- Evaluates activities
- Corrects errors
- Makes conclusions
- Summarizes and communicates results
- Uses results to develop new ideas

***Creative/Innovative Skills**
- Creates plans for development or improvement
- Develops or improves a process or product
- Demonstrates imaginative thinking (new ways of doing things)
- Demonstrates ability to improvise

***Team Participation Skills**
- Helps identify mission/goals of a team
- Participates in team decision making
- Follows rules and procedures set by team
- Communicates with team members
- Shows sensitivity to ideas of team members
- Cooperates with team members
- Supports actions taken by team

***Leadership Skills**
- Organizes group or team activities
- Provides process directions for others
- Facilitates others in obtaining further knowledge/experiences
- Motivates and inspires enthusiasm
- Takes risks and accepts responsibility
- Trusts others and shares responsibility
- Shares the rewards of accomplishment

The Basic Academic Competencies

The following is a statement of what academic preparation for college should be. It represents the collective judgment of more than 400 school and college teachers and administrators under the aegis of the College Board's Educational Equality Project. It is presented for consideration to the members of the College Board and other schools and colleges, to policy makers, and to the public. (The list is being updated and will be published by the end of the June, 1991 school year.)

What are the Competencies?

* Basic Academic Competencies are developed abilities; they are the outcomes of learning and intellectual discourse. They are acquired when there are incentives and stimulation to learning and when there is an encouraging learning environment. There are different levels of competency; they can be defined in measurable terms. They are academic. They are basic.

- Basic Academic Competencies are interrelated to and interdependent with the basic subject-matter areas. Without such competencies, the knowledge of literature, history, science, language, mathematics, and all other disciplines is unattainable.
- Basic Academic Competencies are not substitutes for drive, motivation, interest, intelligence, experience, or adaptability. Nor are basic academic competencies social coping skills even though we recognize that coping skills are crucial to success in school, life, and work. Coping skills are simply another important matter which we have decided not to subsume under the area of Basic Academic Competencies.
- Basic Academic Competencies provide a link across the disciplines of knowledge although they are not specific to the disciplines. Teaching that is done in ignorance of, or in disregard for, such competencies and their interrelationships to each of the subject-matter areas is inadequate if not incompetent.
- Basic Academic Competencies provide a way to tell students what is expected of them. The knowledge of what is expected is crucial to effective learning; its absence dooms much of learning.

How are they Expressed?

Following are descriptions of each of the six competencies in terms of the developed abilities that high school students need to demonstrate for success in post-secondary education.

Reading Competencies

- The ability to identify and comprehend the main and subordinate ideas in a written work and to summarize the ideas in one's own words.
- The ability to recognize different purposes and methods of writing, to identify a writer's point of view and tone, and to interpret a writer's meaning inferentially as well as literally.
- The ability to separate one's personal opinions and assumptions from a writer's.
- The ability to vary one's reading speed and method (survey, skim, review, question, and master) according to the type of material and one's purpose for reading.
- The ability to use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, bibliography.
- The ability to define unfamiliar words by decoding, using contextual clues, or by using a dictionary.

Writing Competencies

- The ability to conceive ideas about a topic for the purpose of writing.
- The ability to organize, select, and relate ideas and to outline and develop them in coherent paragraphs.
- The ability to write Standard English sentences with correct:
  - sentence structure
  - verb form
  - punctuation, capitalization, possessives, plural forms, and other matters of mechanics
  - word choice and spelling
- The ability to vary one's writing style, including vocabulary and sentence structure, for different readers and purposes.
- The ability to improve one's own writing by restructuring, correcting errors, and rewriting.
- The ability to gather information from primary and secondary sources; to write a report using this research; to quote, paraphrase, and summarize accurately; and to cite sources properly.

Speaking and Listening Competencies

- The ability to engage critically and constructively in the exchange of ideas, particularly during class discussions and conferences with instructors.
- The ability to answer and ask questions coherently and concisely, and to follow spoken instructions.
- The ability to identify and comprehend the main and subordinate ideas in lectures and discussions, and to report accurately what others have said.
- The ability to conceive and develop ideas about a topic for the purpose of speaking to a group; to choose and organize related ideas; to present them clearly in Standard English; and to evaluate similar presentations by others.
- The ability to vary one's use of spoken language to suit different situations.

Mathematical Competencies

- The ability to perform, with reasonable accuracy, the computations of addition, subtraction, multiplication, and division using natural numbers, fractions, decimals, and integers.
- The ability to make and use measurements in both traditional and metric units.
- The ability to use effectively the mathematics of:
  - integers, fractions, and decimals
  - ratios, proportions, and percentages
  - roots and powers
  - algebra
  - geometry.
- The ability to make estimates and approximations, and to judge the reasonableness of a result.
- The ability to formulate and solve a problem in mathematical terms.
- The ability to select and use appropriate approaches and tools in solving problems (mental computation, trail and error, paper-and-pencil techniques, calculator, and computer).
- The ability to use elementary concepts of probability and statistics.

Reasoning Competencies

- The ability to identify and formulate problems, as well as the ability to propose and evaluate ways to solve them.
- The ability to recognize and use inductive and deductive reasoning, and to recognize fallacies in reasoning.
- The ability to draw reasonable conclusions from information found in various sources, whether written, spoken, tabular, or graphic, and to defend one's conclusions rationally.
- The ability to comprehend, develop, and use concepts and generalizations.
- The ability to distinguish between fact and opinion.

Studying Competencies

This set of abilities is different in kind from those which precede it. They are set forth here because they constitute the key abilities in learning how to learn. Successful study skills are necessary for acquiring the other five competencies as well as for achieving the desired outcomes. Students are unlikely to be efficient in any part of their work without them.

One further difference must be expressed: activities related to acquiring the basic studying competencies will fail unless students bear in mind the role of their attitude in the learning process. That attitude should encompass a sense of personal responsibility for one's own progress, a desire to make full use of the teacher as a resource, and a willingness to conduct themselves in ways that make learning possible for their classmates as well as themselves.

- The ability to set study goals and priorities consistent with stated course objectives and one's own progress, to establish surroundings and habits conducive to learning independently or with others, and to follow a schedule that accounts for both short- and long-term projects.
- The ability to locate and use resources external to the classroom (for example, libraries, computers, interviews, and direct observation), and to incorporate knowledge from such sources into the learning process.
- The ability to develop and use general and specialized vocabularies, and to use them for reading, writing, speaking, listening, computing, and studying.
- The ability to understand and to follow customary instructions for academic work in order to recall, comprehend, analyze, summarize, and report the main ideas from reading, lectures, and other academic experiences; and to synthesize knowledge and apply it to new situations.
- The ability to prepare for various types of examinations and to devise strategies for pacing, attempting or omitting questions, thinking, writing, and editing according to the type of examination; to satisfy other assessments of learning in meeting course objectives such as laboratory performance, class participation, simulation, and student's evaluations.
- The ability to accept constructive criticism and learn from it.

The support of collect people suggests these competencies have intrinsic validity for improving the chances for success in learning at the first-year level in college — possibly lowering the immense burden of remediation now done by many colleges. The support of school people suggests that these competencies can be developed in high school. These conditions create both a favorable climate and a substantive base for future action by interested parties.

The Educational Equality Project is a 10-year effort of the College Board to address preparation for college in the 1980s. *Any nonprofit organization or institution is encouraged to reproduce this publication in quantity sufficient for its own use, but not for sale, providing that the copyright notice be retained exactly as it appears here. Copyright © 1981 by College Entrance Examination Board. All rights reserved.*

The Basic Academic Subjects

Reading and Literature

- The ability to read critically by asking pertinent questions about what they have read, by recognizing assumptions and implications, and by evaluating ideas.
- The ability to read a literacy text analytically, seeing relationships between form and content.
- The ability to read with understanding a range of literature, rich in quality and representative of different literary forms and various cultures.
- Interest in and a sense of inquiry about written works.
- The ability to respond actively and imaginatively to literature.

Writing

- The recognition that writing is a process involving a number of elements, including collecting information and formulating ideas, determining their relationships, drafting, arranging paragraphs in an appropriate order and building transitions between them, and revising what has been written.
- The ability to write as a way of discovering and clarifying ideas.
- The ability to write appropriately for different occasions, audiences, and purposes (persuading, explaining, describing, telling a story).
- Skill and assurance in using the conventions of standard written English.

Speaking and Listening

- The ability to engage in discussion as both speaker and listener — interpreting, analyzing, and summarizing.
- The ability to contribute to classroom discussions in a way that is readily understood by listeners — that is, succinct and to the point.
- The ability to present an opinion persuasively.
- The ability to recognize the intention of a speaker and to be aware of the techniques a speaker is using to affect an audience.
- The ability to recognize and take notes on important points in lectures and discussions.
- The ability to question inconsistency in logic and to separate fact from opinion.

Language

College entrants will also need to understand in some depth the following principles concerning the English language.

- English, like every other language, operates according to grammatical systems and patterns of usage.
- English continues to undergo change.
- English is influenced by other languages, both ancient and modern.
- English has several levels of usage, and consequently the language appropriate in some situations may not be appropriate in others.
- English has many dialects.
- English words, like those of other languages, gather meaning from their context and carry connotation.

Students going to college will profit from the following preparation in the arts.

- The ability to understand and appreciate the unique qualities of each of the arts.
- The ability to appreciate how people of various cultures have used the arts to express themselves.
- The ability to understand and appreciate different artistic styles and works from representative historical periods and cultures.
- Some knowledge of the social and intellectual influences affecting artistic form.
- The ability to use the skills, media, tools, and processes required to express themselves in one or more of the arts.

College entrants also will profit from more intensive preparation in at least one of the four areas of the arts: visual arts, theater, music, and dance.

Science

College entrants will need the following preparation in science.

Laboratory and Field Work

- The ability to distinguish between scientific evidence and personal opinion by inquiry and questioning.
- The ability to recognize the role of observation and experimentation in the development of scientific theories.
- Sufficient familiarity with laboratory and field work to ask appropriate scientific questions and to recognize what is involved in experimental approaches to the solutions of such questions.
- The skills to gather scientific information through laboratory, field, and library work.
- The ability to organize and communicate the results obtained by observation and experimentation.

Mathematical Skills

- A quantitative understanding of at least one field of science — an understanding that employs the basic mathematical proficiency for all college entrants outlined in the foregoing description of learning outcomes in mathematics.
- The ability to interpret data presented in tabular and graphic form.
- The ability to draw conclusions or make inferences from data.
- The ability to select and apply mathematical relationships to scientific problems.
- The ability to use mathematical relationships to describe results obtained by observation and experimentation.
- The ability to interpret, in non-mathematical language, relationships presented in mathematical form.

Fundamental Concepts

- Understanding in some depth of the unifying concepts of the life and physical sciences such as cell theory, geological evolution, organic evolution, atomic structure, chemical bonding, and transformations of energy.

Detailed Knowledge

College entrants will need detailed knowledge of at least one field of science, ordinarily the field in which they have a quantitative understanding. This detailed knowledge could be in the earth sciences or in one of the newer, interdisciplinary fields of science. It could also be in one of the more traditional fields: biology, chemistry, or physics.

In ***biology*** such detailed knowledge includes the central concepts, principles and basic factual material of most, if not all, of the following topics: molecular and cellular aspects of living things, structure and function in plants and animals, genetics, evolution, plant and animal diversity and principles of classification, ecological relationships, and animal behavior.

In ***chemistry*** such detailed knowledge includes the central concepts, principles, and basic factual material of most, if not all, of the following topics: states of matter, structure of matter, solutions, reactions of matter (including acid-base and oxidation-reduction), stoichiometry, energy changes in chemical reactions, equilibrium, kinetics, and descriptive chemistry (including periodic classification, metals, nonmetals, and introductory organic chemistry).

In ***physics*** such detailed knowledge includes the central concepts, principles, and basic factual material of most, if not all, of the following topics: mechanics, optics, wave phenomena, electricity and magnetism, heat and kinetic theory, atomic and nuclear physics, and relativity.

Mathematics

- The ability to apply mathematical techniques in the solution of real-life problems and to recognize when to apply those techniques.
- Familiarity with the language, notation, and deductive nature of mathematics and the ability to express quantitative ideas with precision.
- The ability to use computers and calculators.
- Familiarity with the basic concepts of statistics and statistical reasoning.
- Knowledge in considerable depth and detail of algebra, geometry, and functions.

More specific, college entrants will need the following preparation in mathematics.

Computing

- Familiarity with computer programming and the use of prepared computer programs in mathematics.
- The ability to use mental computation and estimation to evaluate calculator and computer results,
- Familiarity with the methods used to solve mathematical problems when calculators or computers are the tools.

Statistics

- The ability to gather and interpret data and to represent them graphically.
- The ability to apply techniques for summarizing data using such statistical concepts as average, median, and mode.
- Familiarity with techniques of statistical reasoning and common misuses of statistics.

Algebra

- Skill in solving equations and inequalities.
- Skill in operations with real numbers.
- Skill in simplifying algebraic expressions, including simple rational and radical expressions.
- Familiarity with permutations, combinations, simple counting problems, and the binomial theorem.

Geometry

- Knowledge of two- and three-dimensional figures and their properties.
- The ability to think of two- and three-dimensional figures in terms of symmetry, congruence, and similarity.
- The ability to use the Pythagorean theorem and special right triangle relationships.
- The ability to draw geometrical figures and use geometrical mod of thinking in the solving of problems.

Functions

- Knowledge of relations, functions, and inverses.
- The ability to graph linear and quadratic functions and use them in the interpretation and solution of problems.

Computer

- A basic knowledge of how computers work and of common computer terminology.
- Some ability to use the computer and appropriate software for:
  - self-instruction;
  - collection and retrieval of information;
  - word processing (including the development of keyboard, composition, and editing skills;
  - modeling, simulations, and decision making;
  - problem solving - both through the use of existing programs and through experience with developing one's own programs.
- An awareness of when and how computers may be used in the academic disciplines and various fields of work, as well as in daily life.
- Some understanding of the problems and issues confronting individuals — and society generally — in the use of computers, including the social and economic effects of computers and the ethics involved in their use.

Social Studies

All college entrants will need the following general understanding of the social studies.

- Basic factual knowledge of major political and economic institutions and their historical development.
- Basic factual knowledge of the social and cultural fields of history
- An introductory knowledge of the content and concepts of the social sciences. contemporary world (for example, nationalism or urbanization).
- Familiarity with a variety of written, numerical, and visual forms of data.
- Familiarity with the techniques of quantitative and nonquantitative analysis.
- Familiarity with diverse interpretations of data.

History

College entrants will need certain general knowledge and skills in political, social, and cultural history.

- Some understanding of the relationship between present and past, including contrasts between contemporary institutions and values and those of the past, the reasons for these contrasts, and leading continuities between past and present.
- Some understanding of how to approach the problem of change over time.
- The ability to recognize historical cause and effect.
- The ability to identify major historical turning points.
- Some ability to develop historical interpretations.

World History, Geography, and Cultures

- The basic features of major societies and cultures in the contemporary world; their geography, major economic and social structures, political systems, and religions.
- The historical development underlying present connections and similarities among the world's peoples, and the major differences dividing them.
- The chronology and significance of major events and movements in world history (for example the Renaissance, the Industrial Revolution, and the spread of Islam).

United States History

- The relationship between events and historical trends in the United State, and trends elsewhere in the world, developed through analysis of major similarities and differences.
- The interaction among peoples of different national origins, races, and cultures and how such interaction has shaped American history.
- The chronology and impact of political events, development of governmental and other social institutions, technological and environmental changes, and changes in social and cultural values.

Social Science

College entrants will need the following basic knowledge and skills in the social sciences.

- The ability to understand basic information developed by the social sciences, including statistical data and other materials.
- Familiarity with the basic method of the social sciences, that is, with the framing and empirical testing of hypotheses.
- A basic understanding of at least one of the social sciences and of how its practitioners define and solve problems.

- Familiarity with how to explore a social problem or social institution by means of ideas drawn from several social sciences.

Foreign Language

College entrants will need proficiency in another language and culture that provides the following skills.

- The ability to ask and answer questions and maintain a simple conversation in areas of immediate need and on very familiar topics.
- The ability to pronounce the language well enough to be intelligible to native speakers.
- The ability to understand, with some repetition, simple questions and statements.
- The ability to read and understand the information presented in a simple paragraph.
- The ability to write a short paragraph on a familiar topic.
- The ability to deal with some everyday situations in the culture such as greetings, leave-takings, buying food, and asking directions.

Publicizing the Guaranteed Graduate Program

"Since the approval of the Guaranteed Graduate Program by School District #70's Board of Education, we have found that the program has provided a focus for school improvement and renewal for our high schools. The GGP has allowed students an opportunity to plan for academic improvement, utilizing the expectations outlined in the program as a guide. It has allowed our counseling and instructional staff to develop a support structure designed to facilitate individual student planning, goal setting, and achievement. We are looking forward to the second year of implementation to observe the continued positive effects of the program on student expectations and achievement."

Michael L. Johnson, Superintendent
Pueblo School District #70

Publicizing Your Guaranteed Graduate Program

Once a district has a Guaranteed Graduate Program in place, publicizing and promoting it are two of the most important factors in determining its success and survival. If your publics don't know about your program, they won't buy into it or support it.

Defining Your Publics

Decide who you are trying to reach and how best to deliver the message to them. Consider students, parents, support staff, potential employers, businesses, taxpayers without children in school, and legislators.

Planning your Message

Who is the audience?
What do you want to tell them?
How will you deliver the message?
What is the purpose of telling the message?

General Publicity Tips

- Form a Public Relations Committee composed of media, teachers, parents, business and community members
- Develop a Guaranteed Graduate logo and slogan; use it everywhere?
- Never underestimate the value of word-of-mouth publicity; publicizing your program is everyone's job, so keep staff, volunteers, students and parents well-informed.
- Never underestimate the power of the media.
- Think big and don't be afraid to ask for help from business or community agencies to create ways to market your GGP.
- Be prepared to spend some money: for example, you may want to purchase advertising to reap the returns you desire.
- Market your goodness. Tell how your program is making a difference.
- Always say "Thank You" to those who help you with the process.

Ways to Publicize Your Guaranteed Graduate Program

Advertising

- Have your school's art, English, or business classes design and produce an ad
- Share an ad with a company and have them pay for it; this is piggybacking
- Ask a publisher to donate ad space
- Ask a business or service organization to donate money for an ad campaign
- Check your local library for grants that provide advertising money

Inexpensive or Donated Advertising Techniques

- Badges
- Billboards
- Brochures
- Bumper Stickers
- Direct Mail
- Door Hangers
- Flyers
- Marquees
- Piggyback Flyers with Bank or Utility Statements
- Restaurant Place Mats
- Posters and Book Marks
- Report Card Inserts

Media

- Keep the press informed
- Get to know reporters
- Invite reporters to classroom and school events
- If a reporter writes a good, accurate article about your program, say thanks

Miscellaneous Activities

- School display in shopping mall
- Host a coffee at school for real estate professionals
- Ask grocers to print GGP motto on grocery bags and receipts
- Give different groups free passes to school events
- Organize a speaker's bureau composed of students, staff, and mentors
- Celebrate graduates' progress with a community party
- Purchase GGP lapel pins
- Follow up on what's happening to your graduates. Publicize success stories in the form of testimonials in school and local papers.
- Develop a video or slide/tape program to take along on speaking engagements
- Help parents prepare for conferences by sending out discussion items in advance
- Ask a local car dealer to adopt your school's GGP and to loan one car per grading period to a selected senior with a specific grade point average. (Prior parent approval mandatory)
- Host alumni picnics or receptions

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Appendices

"I am excited about the process because of the accountability to the students, parents and community."

Paul Price, Superintendent
Holly Re-3

Appendix A

Performance Skills Resources

Field Services Unit
Colorado Department of Education
201 East Colfax Avenue
Denver, Colorado 80203
303/866-6636

College Board
4155 East Jewell Avenue, #900
Denver, Colorado 80222
303/759-1800

Colorado Education Association
3131 South Vaughn Way, #500
Aurora, Colorado 80014
303/695-4300

Governor's Job Training Office
1391 N. Speer, Suite 440
Denver, Colorado 80204
303/620-4400

Appendix B

Portfolio Skills Resources

Resources

Flood, James and Diana Lapp: "Reporting Reading Progress: A Comparison Portfolio for Parents," *The Reading Teacher*, March, 1989

Fowles, Mary, "A Close Look at Portfolio Assessment," ETC, Princeton, October, 1989.

Hagaman, John, ed. "Assessment and Evaluation of the Language Arts," *Kentucky English Bulletin*, Vol. 39, No. 2, Winter 1990. Western Kentucky University, Bowling Green, 42101.

Krest, Margie, "Adapting the Portfolio to Meet Student Needs," *English Journal*, February, 1990.

Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, OR 97204.

Reading to Write Portfolio Assessment, Grades 1-8, Psychological Corporation, 555 Academic Court, San Antonio, TX 78204-2498.

The School Administrator. "Portfolios: An Exciting Angle on Student Performance," December, 1989.

Stenmark, Assessing Alternatives in Math, p.8.

"The Student Writer: An Endangered Species?" Focus 23, Educational Testing Service, 1989.

Sugarman, Jay. Teacher Portfolios Inform Assessment. *American Educator*. Fall, 1989, p. 5-6.

Valencia, Sheila, "A Portfolio Approach to Classroom Reading Assessment: The Whys, Whats, and Hows." *The Reading Teacher*, January, 1990.

Wolf, Dennie Palmer "Portfolio Assessment: Sampling Student Work," *Educational Leadership*, April, 1989.

Models in Action

Monetary Awards. Contact: Linda Meakins, 303/352-3566, Greeley Weld County Chamber of Commerce. Awards for best student portfolios from school districts in the Greeley-Weld area. Judged by business people and awarded during Greeley Career Day Celebration.

Pilot Portfolio Project including samples from across subject areas. Contact George Kretke, Boulder Valley Schools, P.O. Box 9011, Boulder, CO 80301.

Portfolios collected by elementary parent volunteers. Contact: Linda Markus, Sunrise Elementary School, Cherry Creek School District, 4050 S. Genoa Way, Aurora, CO 80013.

Sample containing benchmark math work. Contact: Patricia R. Bell, Shepardson Elementary, Poudre #R-1, 1501 Springwood Drive, Fort Collins, CO 80525.

Sample containing emergent reader assessment, miscue analysis, writing samples, spelling assessment, journal evaluation, math checklist. Contact: Kathy Mestnik, Smedley Elementary School, Denver Public Schools, 4250 Shoshone, Denver, CO 80211.

Sample containing self-assessment, Individualized Learning Plan, course evaluations, daily journal, parent/home contacts, trip summaries/ evaluations, photographs, community experiences, internships, volunteer projects, employment history. Contact: Pauline McBeth and Arnold Langberg, High School Redirection, 1900 Downing, Denver, CO 80218.

Sample containing standardized test scores, informal tests, school samples, writing samples, at-home reading reports, self-assessments. Contact: Monterey Elementary School, 2311 Monterey Road, Colorado Springs, CO 80910.

Sample containing writing-rough drafts, goals, reading/writing interviews, etc. Contact: Colleen Sawyer, Rocky Mountain Elementary, Adams #50, 3350 W. 99th Avenue, Westminster, CO 80030.

Sample containing written autobiography, reflection on work, letters of recommendation, reading record, essay on ethics, artistic product or written report on art and an essay on artistic standards, written report analyzing mass media, written summary and evaluation of student's coursework and a scientific experiment, essay on use and nature of computers. Contact: The Challenge Course, Laredo Middle School, 5000 S. Laredo Street, Aurora, CO 80015.

Sample: UNC Laboratory School. Contact: Jerry Christensen, College of Education, Laboratory School, Greeley, CO 80639.

Student Portfolios - Pawnee School District, Grover, Colorado. All students 9-12 have portfolios. Counselor meets with each student at least once a year to update portfolio. Contact Shirley Wiggen, Counselor, 303/895-2222.

Transition Skills Portfolio—verifying students' skills essential for making the transition to further education or employment. Performance Portfolio: evidence of skill development. Contact: Richard Hulsart, CDE, 201 E. Colfax, Denver, CO 80203.

Writing Samples, Adams County District 12, Thornton-Northglenn. Contact: Margie Krest, Thornton H.S., 9351 N. Washington, Thornton, CO 80229. Contact: Stevie Quate, Horizon H.S., 5321 E. 136th Avenue, Broomfield, CO 80241.

Harrison School District Portfolio

In the spring of 1989, a task force completed its charge by recommending...

That Harrison School District #2 adopt:
As a graduation requirement beginning with the class of 1993, all seniors must demonstrate competence by completing a "Portfolio" containing verification of projects that includes exhibitions of mastery. The "Portfolio," developed during a student's four-year high school span, refined and polished during the first semester of the senior year, would be presented orally to a committee consisting of staff members (including the student's counselor or administrator, a student, and adults from the community.

The "Portfolio" would include:

- a written autobiography
- a written resume and letter of application
- three letters of recommendation from adults
- a validated reading record and two book reports
- a validated score of acceptable or better on a holistic writing assignment
- mathematics course records and an example of practical application from highest math course completed
- validation of ability to operate a computer

- written summary and evaluation of coursework in science/ technology
- a written description of a scientific experiment illustrating the application of the scientific method
- an essay on ethics describing the student's own ethical code
- a research-based paper that analyzes a theme in American history
- successful completion of end-of-course exams in geography and civics
- validation of successful completion of "Attributes for Successful Employability"
- 25 hours of civic, community, or school involvement and improvement
- a current transcript
- an acceptable level or reading as determined by a formal reading exam
- honors, awards, or special achievement certificates
- health (any three of the following):
  - successful completion of an assessment of knowledge about the effects of drugs and tobacco on physical and mental well-being
  - Written description paper concerning personal health and physical fitness habits
  - position paper on "Fatal Four" teen issues: teen pregnancy, substance abuse, eating disorders, and suicide
  - documented participation in a health fair
  - passing grade on the physical education examination

Appendix C

Reviewers

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Manger - Special Assignments
U S WEST Communications
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Lakewood, CO

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Appendix D

GUARANTEEING COLORADO'S GRADUATES TOOL FOR ACCOUNTABILITY—OR EMPTY GESTURE?

by David D'Evelyn

Unfortunately, today many people view the high school diploma, in Colorado and throughout the nation, with skepticism. The general perception is that the high school diploma is virtually meaningless as a measure of the quality of the student's education. Too many employers have found newly hired high school graduates an unacceptable burden because they can't read the policy and procedures manual. Too many citizens have noticed that cash registers have pictures instead of numbers on them. Too many have read horror stories about functional illiterates suing the schools from which they have graduated.

Thus the public tends to discount the high school diploma; it doesn't open as many doors as it once did. The unavoidable conclusion then is that the credibility of the American education system has been seriously undermined. For the business community, this judgment is affirmed — on its bottom line — by the billions of dollars it now spends to educate and train its workers in skills it once assumed were learned in schools.

This presents public education with two distinct challenges. One, reestablishing the credibility of its diploma — that which represents the summation of 13 years of educational achievement. And two, restructuring the educational system through which students pass.

It is with an eye on both of these goals that Colorado educators are asking themselves these questions: "Can we guarantee the results of our work? Should we certify that students who graduate from our schools can actually perform at the level their diplomas imply? Can we make explicit claims about their skill levels and back up those claims?"

It is encouraging that many of those Colorado educators are answering "Yes — we can, and we must" to those questions. They are developing approaches to backing-up their diplomas with guarantees. In so doing, they are introducing changes which could help them produce significant improvement in student achievement — and restoring the luster of the high school diploma. "Could," that is, if they — really all of us — take this concept of guaranteeing graduates all the way through to its logical conclusion: a completely restructured school system.

If we let discouragement or apathy or lack of initial success or resistance to change or derail our efforts, this idea too could prove no more potent than Gerald Ford's "Whip Inflation Now" buttons — or than the florid rhetorical exhortations to educational excellence which characterized the 80s.

What are the keys to establishing this kind of real-world accountability for educational outcomes in Colorado's schools?

First, there needs to be community-wide consensus on the purpose and goals of education. We need a precise definition of the desired "end product."

Second, we need more accurate and more comprehensive means of assessing student progress and achievement. Such assessment tools should trigger early and periodic mid-course corrections, educational interventions specifically aimed at preventing students from accumulating — and compounding annually — their own personal educational deficits.

Third, the guaranteed graduate process needs to be based on the best of what we now know about learning and schooling, and it needs to be fully integrated into the school curriculum — not just painted over it. Unless educators take on the guaranteeing process as the leading wedge in a comprehensive effort to

restructure their system, it is bound to be dismissed as yet another smokescreen.

Fourth, the guaranteed graduate process needs to exert a discipline — quality control, if you will — throughout the entire K-12 system. The public needs to be assured that the buck does indeed stop somewhere. Educators need to ask themselves: "What are the implications for how I do my job if we guarantee our graduates?" Guaranteeing graduates, then, represents a commitment to a new way of thinking about schooling: total responsibility to the customer. In the past, the attitude on the part of our education system has too often been one of benign neglect. Schooling youngsters is not astrophysics. Instead of claiming omniscience as The Professionals, educators need to invite and involve parents and the public into the process, make them an integral part of what goes on at schools. Instead of blithely blaming everyone but themselves for the problems in our schools, educators need to take an honest look at what they need to do differently.

In a best-case scenario, school districts that undertake to guarantee their graduates will take the time and spend the energy to use this proposal to involve the entire school and community to revisit the question of just what is to be accomplished at their schools. For without general agreement on what the end-product of schooling needs to be, how can schools even think about guaranteeing it? Such agreement needs to include all the various consumers of this educational product: students, parents, higher education, employers, and society itself.

When the Pueblo school district started down this path in February 1989 it advertised public hearings on the issue in the local newspaper and school newsletters. It also held a special workshop for the business community to ensure that the school system got feedback from this important group. (1)

One of the central issues schools and their communities must address in this process springs from one of the great dichotomies of American culture: Can the school system achieve both excellence and equity? Is it up to the system to provide equal opportunity — or equal outcomes? Can the schools demand high expectations and standards of itself and its students without violating the egalitarian spirit of educating everybody more or less equally?

There are no simple answers to these questions. And the answers will vary from community to community. The original proposal for the Pueblo's guaranteed diploma held that a student's class rank was one of the additional pieces of information to be included on the diploma/transcript itself. But this idea was rejected during public hearings. The final document stated: "It is our philosophy that all students, given enough support, encouragement and instruction, can advance to their individual potential." (2) This kind of school/community give-and-take is central to the process of educational restructuring.

The school vision adopted by Liberty Elementary in Rocky Ford speaks to the same ideal: "We believe that all students can learn. We believe that all students can achieve success in school. We believe that with success students are able to accomplish more success. We believe that all children can do it, and we won't give up on any child until success is reached." (3)

These sentiments are an important source of inspiration for school faculties; unfortunately, they are also sometimes a source of cynicism from observers of the education system.

But it may be that there is room for just that kind of apparently contradictory improvement in our schools. Bennett Public Schools recently instituted a multiple endorsement diploma, wherein students sign up for either the college preparatory, vocational, or general education programs. Such a

plan recognizes that our high schools are not preparing their students solely for higher education. At the same time, however, Bennett raised its graduation requirements for each of its diplomas. Thus the Bennett Schools have avoided the most obvious pitfall with multiple endorsement diplomas, that they become a pressure relief valve for dealing effectively with the least capable students. (4)

This approach raises the floor or minimum standards for students by raising graduation requirements for all students. At the same time, by moving away from the previous generic, more or less lowest-common-denominator diploma, the ceiling effected by that one-size-fits-all approach has been removed or at least raised, and students aim for a higher standard. While Bennett is not currently guaranteeing its graduates, this approach to graduation requirements positions it well to do so. By diversifying the product (three different kinds of diplomas), and specifying it more precisely (more detailed graduation requirements), the believability of the Bennett diploma should be enhanced.

Some will see in this an American school district jumping ship to the European system of rigid and early channeling of students toward one sort of future or another according to which schools they are enrolled in. Such criticism is certainly undercut when the move is coupled with an across-the-board raising of standards. Another distinction is that under the European system, examinations generally determine whether a student is placed on a university or trade school track. What Bennett Schools seem to have in mind is closer voluntary screening based on discussions between the family and the school. And presumably any American system is going to allow for the young person who has the desire and commitment to upgrade his ambitions.

In order to sustain the guaranteeing process over time, a school district must establish, as part of its community-wide consensus, a kind of multi-directional accountability. Too often in the past this laudable notion has deteriorated into a matter of all parties shifting blame and avoiding responsibility: educators claiming they can't do their job because of increasingly serious social problems, parents throwing up their hands and virtually turning their children over to the schools, and business and community people bashing teachers and schools because the schools aren't solving all of society's ills.

Rather than finger-pointing, what is needed is a mutual understanding of our individual and collective responsibilities in ensuring the success of our education system. The responsibilities of students and parents, of teachers and schools, needs to be rearticulated. Clearly, unless each holds up his end of the bargain, and actively supports the others in their roles, the job of shoring up and reinvigorating our system will not get done.

Some of this can literally take the form of a bargain, of negotiated agreements between students and the schools and between parents and the schools. Englewood's Alternative High School process is called "Graduating Through Outcomes." It calls on the student to plan a timeline for completing his outcomes, which includes: "checkpoints with your family unit leader" and an exit interview to review each identified outcome. The process is preceded by an interview with three staff members to determine the student's readiness to begin Outcomes and move toward graduation. (5)

Pueblo distributed to its parents a comprehensive list of the skills central to each of its courses. The memo accompanying this information stated that "...since we have a Guaranteed Graduation Program in place, it is appropriate that we inform parents of the District's expectations in the learning process, thus involving them in the program." (6)

In order to provide the kind of underpinning the guaranteed graduate process needs, such bargaining for parental involvement will probably have to be taken considerably further. Just how far it can be taken is suggested by the Accelerated Schools project developed by Stanford's Henry Levin in northern California. In response to taking on Levin's challenge to bring entire groups of disadvantaged students up to grade level by the end of the sixth grade, the staffs of these schools concluded that they would need to operate "on a different model of schooling — a model in which parental involvement is a necessity and the school is seen as a collaborative community learning center." (7) Then teachers in these schools, in collaboration with their administrators, have reprioritized their budgets to provide for parent coordinators and have redefined their own professional roles to make involving parents an explicit and central part of their own jobs.

This redefinition of roles and priorities leads to the multi-directional accountability mentioned earlier. What is developing at the Accelerated Schools is "not only accountability of professional colleagues to each other, but the mutual accountability of staff, parents, and students working together for a common goal. This brings a power into the relationship that supersedes the power of bureaucratic control." (8)

Of course "mutual accountability" could easily become rather murky waters, if it comes to mean that in practice, since everyone is accountable, no one individual or sector of the system has to feel especially accountable for results. Paradoxically, it almost has to be that each party assumes ultimate responsibility. Listen to this teacher from Glenwood Springs High School: "One must sincerely believe that all students can and will learn. If a student is not achieving a successful learning experience it is due to the failure of the teacher." (9) The Glenwood Springs district is currently in the process of refashioning their schools so that they can guarantee their graduates. If the spirit embodied in this teacher's statement becomes the ethos of an entire school/community effort to revitalize its schools, one could expect a minimum of cynicism about its graduates.

If somehow we can get to the point where students, teachers, parents, and community members are each acting as if the success of the entire school system depended on their involvement...real school reform will not be far away.

Another route to real-world accountability is to tie good jobs for graduates to good performance as students. As James Rosenbaum has pointed out, our students have long since realized that how their performance in any given course is evaluated is, in the long- or even medium-run, almost completely irrelevant. This kind of decoupling of human activity and its consequences — those consequences that really matter — is bound to undermine the quality of effort put forth in that activity. Rosenbaum calls for employers to show high school students that good jobs will be available to them upon graduation based upon their level of performance, whether measured by grades, portfolios, or other criteria. He calls for American high schools to emulate their Japanese — and their private American — counterparts and build strong ties to employers, actually pre-screening job candidates, particularly for large area employers. These businesses could, Rosenbaum argues, strengthen the incentives for students to work hard in school by actually committing to hire certain students based on continued high performance. Likewise, schools would have an incentive to guarantee their students success, since they would be putting their reputation on the line each time they recommended a group of students. (10)

What the Rosenbaum approach does that is important for the process of guaranteeing graduates, and for education reform in general, is help make an explicit link between

classroom performance and students' lives beyond the classroom. So much school and student time today is directed really toward meeting bureaucratic requirements, and too little of it toward attaining actual educational outcomes, things that will make a difference in the kind of future open to students.

What is needed is for the entire education system, not just the students, to focus more concretely on performance. If how students perform in the classroom, how their work is evaluated, comes to be recognized by them as having a discernible and predictable impact on their employability and earning capacity and thus on the lifestyle they can look forward to, we can expect more and better work to be achieved in that classroom. But that is only half of the equation. Comparable incentives, and disincentives, need to be put in place which will cause the schools to focus more authentically on their own performance.

It may just be that if how student work is evaluated comes to mean more to students that it ought also to bear as directly on the perception of institutional success. Employers might consider a guaranteed diploma a prerequisite to entering into this kind of agreement with schools. This exists in a rudimentary form in Ft. Collins, where the local McDonalds will only hire those with high school diplomas. If certain public high schools come to be recognized as producing a consistently high percentage of graduates who are hired — perhaps even before receiving their diplomas — by area businesses, then that community has a new measuring stick for judging the quality of its educational institutions. Such a community would be reassured to know that if its schools began to send on inadequately prepared graduates to those businesses, the school would hear about it. It would then be up to the school to either rectify the problem or no longer be looked to by those business as a source for quality employees — and thus lose that status in the community.

Clearly, one way a school could begin to gain the confidence of its business community would be to take the lead and guarantee its graduates, thereby demonstrating that it is serious about producing literate, well grounded graduates capable of succeeding in higher education or in the world or work. And if one of its graduates should not so succeed, then that school has to be prepared to make good on its promise and do whatever is necessary to bring that graduate up to par at its own expense. Certainly if a high school were known for guaranteeing its graduates, for backing up its guarantee when necessary — or, even better, for not having to back it up — its community could be lifted out of the widespread malaise of unease about the quality of its schools.

Let's take it a step further. If more districts were to work with their communities to restructure their schools and guarantee their graduates and actively work with area businesses to guarantee employment to those students who perform at a certain level — we would begin to see a school system with inducements for change and improvement built in. And this cannot be said today. But full disclosure will be necessary. If the public has data about whether or how many diplomas a school guarantees, about how often it has to make good on its guarantee, about what percentage of its students are hired by which corporations year after year — and if that school has restructured itself so as to actively and substantively involve its parents and community — then that community no longer has to rely on such feeble indicators of quality as SAT scores to tell how its institutions of learning are doing.

And of course, if school districts should need further encouragement to move forward, state legislatures could figure some of this data into its school funding formulas. The Colorado Educational Excellence Program proposed by the State Board and Department, calls for identifying and providing incentives for outstanding public schools and districts. The program's criteria

include documented improvement in or a sustained high level of student performance, community involvement and satisfaction and effective school practice — including guaranteeing graduates. The Colorado School Renewal Act provides for planning and incentive moneys for schools and districts which reorganize themselves to provide for more educational options, for greater school autonomy, and for systematic community participation in the life of the school.

One problematic element in all of this can be the means used to measure student achievement. Since one of the symptoms of the disease being treated is grade inflation, linking a guaranteeable diploma or a job offer to grades may represent a weak link indeed. In order to realize the potential rewards, more accurate and comprehensive means of measuring student progress will be required.

Several promising directions have already been mentioned: outcome-based education and mastery learning, for instance. In addition, criterion-referenced tests at Liberty Elementary are tabulated through a computer-assisted system to build a cumulative record for each student. (11) Grant Wiggins and the Coalition of Essential Schools are doing much to develop performance-based assessment. He writes that the "true test of ability is to perform consistently well tasks whose criteria for success are known and valued." (12) One form this is taking is the portfolio, a representative sampling of what a student and his teachers see as his best work — essays, short stories, write-ups of scientific experiments, and so forth. These then provide a potential employer with direct evidence of achievement, instead of having to interpret the significance of a series of indirect indicators — test scores — in order to judge the competence of a candidate.

Lauren Resnick advances the idea of using actual performances of academic tasks, judged in terms of multiple criteria by an observer who questions the student about her method, as a way to assess student achievement more accurately than merely indicating correct and incorrect answers. (13) Such procedures are often objected to on the basis of cost. But when such tests are used explicitly for evaluating how schools are doing, this need not be the case. Resnick writes: "In the case of public accountability assessment, the costs of a full assessment program can be kept within tolerable bounds by testing less frequently and sampling more lightly than is the case in many current mandated programs (including Colorado's). An educational system, not individual students, is being evaluated in accountability assessment." (14)

Wiggins writes that testing of individual student achievement should be "seen as the heart of and soul of the educational enterprise...(as) central experiences in learning." (15) In the context of guaranteeing graduates, then, tests and other assessment vehicles ought to be used to trigger early and, when necessary, repeated interventions to keep down the number of unguaranteeable students of graduation age.

Schools intent on guaranteeing their graduates will do whatever is necessary to avoid the progressive accumulation of learning deficits on the part of students who thus end up graduating illiterate — which now has implications for the school as well as for the young person.

Guaranteeing graduates, then, is not a "program" to be inserted alongside the many others a school district operates. Rather, it is a never-completed process, a way of doing business that arises out of a set of values. In order to be effective and even meaningful, the process of guaranteeing graduates needs to be fully integrated into the curriculum and educational program of the school and district. If it is merely layered on like a veneer, that veneer will no doubt soon begin peeling off from the heat of an altogether justifiable cynicism.

To head off that cynicism, schools will have to be honest and candid with the public. Listen to Tom Maes, Superintendent of Adams District 1: "Repetition of outdated modalities these past fifteen years has not produced desired outcomes. Therefore, major restructuring is needed." (16) In announcing its Guaranteed High School Diploma the district committed itself to diagnostic assessment/counseling and educational planning portfolios for its middle school students, mandatory parent/teacher interaction to insure parent involvement in academic course selection, and competency assessment and career portfolios for its high school students. Forthrightness, no-nonsense policies, a willingness to take risks: heretofore all too rare in our schools, but now absolutely fundamental to serious education reform.

Because it will have implications for just about every aspect of a school's educational philosophy and approach, successful guaranteed graduate efforts will start almost from scratch, building that community-wide consensus about the school's purposes, policies, and practices. This will enable a school to question and review how it is getting its job done, and will provide an excellent opportunity to take a close look at what current research is saying about learning and schooling. It just may be that current practices would not accept a grafting on of guaranteeing graduates. While one cannot assume that what current research is saying necessarily represents the "best" practices, the important thing is for schools and their faculties to be always asking the question.

If each school and school district in the State of Colorado, working closely with its surrounding community, were to be "always asking the question," continuously forging and reforging a consensus about the very best way to educate the particular set of students currently enrolled, and taking the risk of guaranteeing its results each step of the way, something remarkable would take place. The kind of systemic education reform and school-by-school renewal which generally eluded us throughout the 80s will begin to actually occur.

One wonders if there is any other way that the Colorado State Board of Education's ambitious goals for 1995 will ever be realized.

Footnotes:

1. "Guaranteed Graduates Program," Pueblo County High School, Pueblo School District No. 70., July 18, 1989, pg.11.
2. Ibid.
3. "Liberty Elementary School Resume," Liberty Elementary School, Rocky Ford, 1989.
4. Bennett Public Schools
5. "Graduating Through Outcomes, " Tom Synott, Englewood Alternative
6. "Parent Involvement in Child/Children's Education," Fay B. Kastelic, School District No. 70, Pueblo, CO, 9/21/89.
7. "A New Paradigm for Parental Involvement," David S. Seeley, Educational Leadership, 10/89, pg. 47.
8. Ibid, pg. 48.
9. "Sixteen Semester Reviews of Cognitive and Affective Outcomes of a Mastery Learning Approach in Distributive Education Class," Bryan Whiting, in Clearinghouse.
10. "What If Good Jobs Depended on Good Grades?" James E. Rosenbaum, American Education, Winter 1989, page 40.
11. Liberty Elementary School.
12. Grant Siggins, "A True Test: Toward More Authentic and Equitable Assessment," Phi Delta Kappan, May 1989, page 706.
13. Lauren B. Resnick, "Tests as Standards of Achievement in Schools," prepared for an Educational Testing conference, October 1989, page 15.
14. Ibid, page 16.
15. Wiggins, page 705

CAREER/EDUCATIONAL GROWTH PLAN

Student's Last Name First Name Grade

Parent(s) or Guardian

Address

City State Zip Code

I. PROFILE

Interests and Hobbies

Special Talents (e.g. playing a musical instrument, drawing, speaking a foreign language, writing, athletic achievement)

School Activities, Awards, Offices Held and Achievements

Community and Work Experiences

Date From	Date To	Company/Organization	Duties

Courses in School that are/would be enjoyable

Interest Inventories (e.g. COCIS)

Date	Instrument	General Results

Aptitude and/or Achievement Test Scores

Date	Instrument	Scores

Classroom/Course Work

Area or Subjects of Greatest Success	Area or Subjects of Least Success

One of the important steps in planning for post secondary education and/or training is to determine how this education/training will cost and how the money can be obtained to pay for it. With the help of your advisor fill in the following estimates of cost for each year of education/training you feel will.be need beyond high school.

Education/training school or program I plan on attending after high school _____

_____

ESTIMATED COSTS

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
Tuition				
Books				
Transportation				
Clothing				
Housing				
Entertainment				
Other				

Total Estimated Cost of Education/Training _____

In order to obtain the money that I need for my education/training the following steps have been taken

	YES	NO
● My parents and I have planned how we are going to pay for my education/training	❒	❒
● My parents and I have used an accountant or financial planner to help us with our plan	❒	❒
● I have a job and I am saving money towards my education/training	❒	❒
● I have applied for a scholarship	❒	❒
● I have applied for a grant	❒	❒
● I have applied for a personal loan	❒	❒
● I have investigated working for a company that helps employees with their education/ training costs	❒	❒

Following is a course plan for your entire high school career including a projected year beyond high school. Please fill out as much of this plan as possible with the assistance of your advisor. When you identify courses you will take in the future please understand that these can change as you change interests and goals.

9TH GRADE

Fall			Spring		
Course Title			Course Title		
Total			Total		

10TH GRADE

Fall			Spring		
Course Title			Course Title		
Total			Total		

11TH GRADE

Fall			Spring		
Course Title			Course Title		
Total			Total		

12TH GRADE

Fall			Spring		
Course Title			Course Title		
Total			Total		

POST SECONDARY - YEAR 13

Total			Total		

❒ Total credits to be earned for graduation

❒ Total credits completed

The proposed schedule supports my job/educational plans

❒ yes ❒ no

II. CAREER/EDUCATIONAL GROWTH PLAN

Based on the interest, talents, experiences, course achievements and preferences, as well as the result of your interest inventory and achievement tests fill in the following:

Career/Job Goals and Interest:

Short Range Goals and Interests _____

_____

_____

_____

Long Range Goals and Interests _____

_____

_____

_____

What type of skills will you need to develop in order to reach your career/job goals?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

In order to meet your career/job goals, what type of educational program do you feel you will need to attend after high school?

- ❒ A two year community college
- ❒ A four year university
- ❒ A private vocational school
- ❒ A training program provided by a business
- ❒ Military Training

In order to achieve your educational and career goals there is information that you need to obtain about educational and career opportunities, experiences that you need to have to give you a true picture of your abilities and interests, and skills that you need to improve in order to be fully qualified for your areas of interest. In each area below indicate the steps that you will take to meet these needs.

Information That I Need	Steps to Getting Information
_____	1. _____
_____	2. _____
_____	3. _____
_____	4. _____
_____	5. _____

Experiences That I Need	Steps to Getting Experiences
_____	1. _____
_____	2. _____
_____	3. _____
_____	4. _____
_____	5. _____

Skills That I Need To Improve	Steps to Improving Skills
_____	1. _____
_____	2. _____
_____	3. _____
_____	4. _____
_____	5. _____

Developed by the Colorado Department of Education in cooperation with the Littleton Public Schools, Littleton, Colorado

PAWNEE SCHOOL DISTRICT RE-12 STUDENT PORTFOLIO

Name _____
last first middle

Social Security No. _____

Year entering 19___ Date of Birth _____ Address _____

Parent or Guardian _____ Phone _____ Occupation of parent _____

OCCUPATIONAL OBJECTIVE

Freshman Year _____ Junior Year _____

Sophomore Year _____ Senior Year _____

LANGUAGE

Grade Sem	Grade Sem		Cr.
		English I	1
		English II	1
		English III	1
		English IV	1
		Spanish I	1
		Spanish II	1
		Speech	1/2

SOCIAL STUDIES

		Geography	1/2
		Civics	1/2
		American History	1
		World History	1
		Sociology	1/2
		Psychology	1/2
		Health	1/2
		First Aid	1/2
		Computer I	1/2
		Computer II	1/2
		Careers	1/4
		College Prep.	1/4
		U.S. Constitution	1/2
		Driver's Education	1/4

MATH

Grade Sem	Grade Sem		Cr.
		Algebra I	1
		Algebra II	1
		Geometry	1
		Trig.	1/2
		General	1
		Consumer	1

AGRICULTURE

		Vocational Ag. I	1
		Vocational Ag. II	1
		Vocational Ag.III	1
		Vocational Ag IV	1
		Mechanical Drawing I	1
		Mechanical Drawing II	1

HOME ECONOMICS

		Home Economics	1
		Sr. Home Economics	1/2

BUSINESS

		Business I	2
		Business II	2
		Accounting	1
		Keyboarding	3/4
		Banking	1/4
		Business Law	1/2
		Annual	1/2

SCIENCE

Grade Sem	Grade Sem		Cr.
		General Science	1
		Biology I	1
		Plant Biology	1/2
		Animal Biology	1/2
		Physics	1/2
		Chemistry	1

FINE ART

		Art	1/4
		Chorus I	1/4
		Chorus II	1/4
		Chorus III	1/4
		Chorus IV	1/4
		Band I	1/2
		Band II	1/2
		Band III	1/2
		Band IV	1/2
		Physical Education I	1/2
		Physical Education II	1/2
		Physical Education III	1/2
		Physical Education IV	1/2

RESULT OF APTITUDE OR ACHIEVEMENT TEST

Date	Instrument	Student's Strengths

RESULT OF INTEREST INVENTORIES OR SCALES

Date	Instrument	General Results

LIST OF EQUIPMENT YOU CAN OPERATE

Calculator	_____	Car	_____
Computer	_____	Truck	_____
Wood shop equipment	_____	Tractor	_____
Metal shop equipment	_____	Lawn Mower	_____
Welding equipment	_____	Auto shop equipment	_____
Typewriter	_____	Other:	_____
Memory Typewriter	_____		_____

HOBBIES & INTERESTS

MEMBERSHIP IN ORGANIZATIONS, OFFICES HELD, AND OTHER INFORMATION

YEAR	ORGANIZATION, OFFICE, COMMITTEE, ETC.
19	
19	
19	
19	
19	
19	
19	
19	
19	
19	
19	

ACTIVITIES

SPORTS:	Basketball	7	8	9	10	11	12
	Football	7	8	9	10	11	12
	Track	7	8	9	10	11	12
	Baseball	7	8	9	10	11	12
	Volleyball	7	8	9	10	11	12
	Manager	7	8	9	10	11	12
	Cheerleading			9	10	11	12
STUDENT COUNCIL:		7	8	9	10	11	12
MUSIC:	Choir	7	8	9	10	11	12
	Band	7	8	9	10	11	12
DRAMA:	Plays					11	12
CLUBS:	FBLA			9	10	11	12
	FFA			9	10	11	12
	Annual Staff				10	11	12
	Other _____	7	8	9	10	11	12

RECORD OF EMPLOYMENT

BUSINESS NAME	ADDRESS	PHONE	TYPE OF WORK	NAME OF SUPERVISOR	DATE STARTED	DATE LEFT	REASON FOR LEAVING

REFERENCES (3)

Name _____ Title _____ Phone _____

Address _____ Zip Code _____

Name _____ Title _____ Phone _____

Address _____ Zip Code _____

Name _____ Title _____ Phone _____

Address _____ Zip Code _____

SCHOOL ATTENDED

High School _____

Address _____

Dates Attended: From _____ To _____

Date Graduated _____

Vocational School _____

Address _____

Dates Attended: From _____ To _____

Degree _____ Date _____

College _____

Address _____

Dates Attended: From _____ To _____

Degree _____

Other Training _____

Address _____

Dates Attended: From _____ To _____

Courses Studied _____

Degree _____

Special Skills _____

_____

_____

CONTENTS IN PORTFOLIO

Letter of recommendation _____

Sample application form _____

Resume _____

C.O.C.I.S. quest _____

Employable skills sheet _____

Copy birth certificate _____

Employment eligibility verification _____

Transcript _____

Outstanding work samples _____

Other: _____

_____

_____

_____

_____

NOTES

NOTES

"By July 1, 1995, all Colorado high school graduates will receive a diploma certifying that they possess the skills deemed by the local board of education to be necessary for entry to the work place and post-secondary education."

Colorado State Board of Education Goal
Adopted December, 1988

Thomas M. Howerton, Chair, 5th Congressional District • Sybil S. Downing, Vice Chair, Member at Large • Gladys S. Eddy, Fourth Congressional District • Warren E. "Gil" Gilbertson, Third Congressional District • Patricia M. Hayes, Sixth Congressional District • Ed Lyell, Second Congressional District • Art Pansing, First Congressional District • William T. Randall, Commissioner of Education, State of Colorado

cde COLORADO DEPARTMENT OF EDUCATION

Colorado's Guaranteed Graduate Process

School Business & Industry Community. Students

Colorado Guaranteed Graduate Process... An Accountability Tool

A growing number of school districts are guaranteeing their graduates in response to one of the State of Colorado Educational goals for the 90's. By guaranteeing their graduates, educators are ensuring to their publics that students have the skills needed to enter the workforce or pursue post-secondary education. The Colorado Department of Education's Guaranteed Graduate Kit offers help to community members, business and industry representatives, parents, accountability committees, students, faculties, and administrators who want to know how to create and implement a Guaranteed Graduate Process.

The Colorado Department of Education's Guaranteed Graduate Kit answers these questions

- Why guarantee graduates?
- How does the process begin?
- Who needs to be involved?

The Kit also includes:

- Guaranteed Graduate Process Benefits and Background
- Steps in the Guaranteed Graduate Process
- Skills and Academic Competencies for Graduates
- Portfolio Building
- Abstracts of Colorado's Guaranteed Graduate Processes
- Publicity Checklist

Order Form
CDE Guaranteed Graduate Kit

Name _____ Organization _____

Street _____ City _____ State _____ ZIP _____

( ) _____

Phone

Please send _____ Guaranteed Graduate Kit(s) @ $5. Total Amount Enclosed $_____

Make checks payable to: **Colorado Department of Education**

Return to:
Field Services Unit
Colorado Department of Education
201 East Colfax Avenue, Room 201
Denver, Colorado 80203
303/866-6636